TO: P-12 Education Committee

FROM: Jhone M. Ebert

SUBJECT: Renewal Decisions for Charter Schools Authorized by the Board of Regents

DATE: February 2, 2017

AUTHORIZATION(S):

SUMMARY

Issue for Decision

Should the Board of Regents approve the proposed renewal charters for the following charter schools authorized by the Board of Regents pursuant to Article 56 of the Education Law (the New York Charter Schools Act):

1. **Democracy Prep Endurance Charter School** (full-term five-year renewal and enrollment expansion)
2. **Evergreen Charter School** (full-term five-year renewal and enrollment expansion)
3. **Neighborhood Charter School of Harlem** (full-term five-year renewal and enrollment expansion)
4. **Riverhead Charter School** (full-term five-year renewal and enrollment expansion)
5. **Rochester Academy Charter School** (full-term five-year renewal and enrollment expansion)
6. **Health Sciences Charter School** (short-term three-year renewal)
7. **Southside Academy Charter School** (short-term three-year renewal)
8. **Urban Choice Charter School** (short-term three-year renewal)

Reason(s) for Consideration

Required by State statute.

Proposed Handling

This issue will be before the Board of Regents P-12 Education Committee and the Full Board for action at the February 13-14, 2017 Regents meeting.

Procedural History

The New York State Education Department made the renewal recommendations being presented to the Board of Regents for approval and issuance as required by Article 56 of the Education Law and 8 NYCRR 119.7.

Background Information

Performance Framework

The Board of Regents Charter School Performance Framework (the "Framework"), which is part of the Board of Regents Charter School Renewal Policy and the Oversight Plan included in the Charter Agreement for each school, outlines three key areas of charter school performance: (1) Educational/Academic Success; (2) Organizational Soundness; and (3) Faithfulness to Charter and Law. The Framework sets forth ten performance benchmarks in these three areas. The Framework is designed to focus on performance outcomes, to preserve operational autonomy and to facilitate transparent feedback to schools. It aligns with the ongoing accountability and effectiveness work with traditional public schools and balances clear performance measures with Regents' discretion.

New York State Education Department
Charter School Performance Framework

Performance Benchmark	
Educational Success	**Benchmark 1: Student Performance:** The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the NYS Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.
Organizational Soundness	**Benchmark 4: Financial Condition:** The school is in sound and stable financial condition as evidenced by performance on key financial indicators.
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.
Faithfulness to Charter & Law	**Benchmark 8: Mission and Key Design Elements:** The school is faithful to its mission and has implemented the key design elements included in its charter.
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.

Charter School Renewal Applications

In Article 56 of the Education Law, Section 2852(2) requires the chartering entity (in this case the Board of Regents) to make the following findings when considering a charter renewal application:

(a) The charter school described in the application meets the requirements set out in this article and all other applicable laws, rules and regulations;
(b) The applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner;
(c) Granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty one of this article; and
(d) In a school district where the total enrollment of resident students attending charter schools in the base year is greater than five percent of the total public school enrollment of the school district in the base year (i) granting the application would have a significant educational benefit to the students expected to attend the proposed charter school or (ii) the school district in which the charter school will be located consents to such application.

In addition, Renewal Guidelines contained in the Regulations of the Commissioner (8 NYCRR 119.7(d)) were adopted by the Board of Regents, and require that the Board further consider the following when evaluating a charter renewal application:

(a) The information in the charter school's renewal application;
(b) Any additional material or information submitted by the charter school;
(c) Any public comments received;
(d) Any information relating to the site visit and the site visit report;
(e) The charter school's annual reporting results including, but not limited to, student academic achievement;
(f) The Department's renewal recommendation and the charter school's written response, if any; and
(g) Any other information that the board, in its discretion, may deem relevant to its determination whether the charter should be renewed.

Beyond the requirements to make the findings set forth in the Education Law and consider the factors set forth above, the Charter Schools Act leaves the decision of whether to renew a charter to the sound discretion of the Board of Regents.

Related Regents Items

Democracy Prep Endurance Charter School

Initial Charter
http://www.regents.nysed.gov/common/regents/files/documents/meetings/2010Meetings/December2010/1210p12a2.pdf

Name Change Revision
http://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/July2012/712bra4Revised.pdf

March 2015 Enrollment Revision
http://www.regents.nysed.gov/common/regents/files/meetings/Mar%202015/315p12a2.pdf

September 2015 Pathways Revision
http://www.regents.nysed.gov/common/regents/files/meetings/Sep%202015/915p12a3.pdf

Evergreen Charter School

Initial Charter
http://www.regents.nysed.gov/meetings/2009Meetings/January2009/0109emsca8.htm

First Renewal
http://www.regents.nysed.gov/common/regents/files/1213p12a1Revised%5B1%5D.pdf

Second Renewal
http://www.regents.nysed.gov/common/regents/files/314p12a7%5B3%5D.pdf

March 2016 Enrollment Revision
http://www.regents.nysed.gov/common/regents/files/316p12a2REVISED.pdf

Neighborhood Charter School of Harlem

Initial Charter
http://www.regents.nysed.gov/common/regents/files/documents/meetings/2011Meetings/September2011/911p12a1.pdf

March 2016 Enrollment Revision
http://www.regents.nysed.gov/common/regents/files/316p12a2REVISED.pdf

Riverhead Charter School

Initial Charter (not available on NYSED website)

July 2003 Enrollment Revision
http://www.regents.nysed.gov/meetings/2003Meetings/July2003/0703brca11.htm

First Renewal
http://www.regents.nysed.gov/common/regents/files/documents/meetings/2005Meetings/December2005/1205emscvesida3.htm

Second Renewal
http://www.regents.nysed.gov/meetings/2008Meetings/May2008/0508emsca5.htm

Third Renewal
http://www.regents.nysed.gov/meetings/2009Meetings/April2009/0409emsca2.htm

January 2010 Enrollment Revision
http://www.regents.nysed.gov/meetings/2010Meetings/January2010/0110emsca3.htm

March 2013 Enrollment Revision
http://www.regents.nysed.gov/common/regents/files/313brca5.pdf

Fourth Renewal
http://www.regents.nysed.gov/common/regents/files/314p12a7%5B3%5D.pdf

Rochester Academy Charter School

Initial Charter
http://www.regents.nysed.gov/meetings/2008Meetings/January2008/0108emsca4.htm

First Renewal
http://www.regents.nysed.gov/common/regents/files/113p12a2%5B1%5D.pdf

Second Renewal
http://www.regents.nysed.gov/common/regents/files/313p12a3%5B1%5D.pdf

Third Renewal
http://www.regents.nysed.gov/common/regents/files/214p12a4%5B1%5D_0.pdf

Health Sciences Charter School

Initial Charter
http://www.regents.nysed.gov/meetings/2009Meetings/September2009/0909emsca1.htm

First Renewal
http://www.regents.nysed.gov/common/regents/files/314p12a7%5B3%5D.pdf

Location Revision
http://www.regents.nysed.gov/common/regents/files/documents/meetings/2011Meetings/April2011/411p12a3.pdf

Southside Academy Charter School

Initial Charter (not available on NYSED website)

September 2006 Enrollment Revision
http://www.regents.nysed.gov/common/regents/files/documents/meetings/2006Meetings/October2006/1006brca3.htm

First Renewal
http://www.regents.nysed.gov/common/regents/files/documents/meetings/2006Meetings/December2006/1206emscvesida2.htm

Second Renewal
https://www.regents.nysed.gov/common/regents/files/documents/meetings/2006Meetings/December2006/1206emscvesida2.htm

Third Renewal
http://www.regents.nysed.gov/meetings/2010Meetings/January2010/0110emsca9.htm

Fourth Renewal
http://www.regents.nysed.gov/common/regents/files/meetings/Mar%202015/315p12a3.pdf

Urban Choice Charter School

Initial Charter
http://www.regents.nysed.gov/common/regents/files/documents/meetings/2004Meetings/December2004/1204emscvesida1.htm

First Renewal
http://www.regents.nysed.gov/meetings/2009Meetings/December2009/1209emsca8.htm

Second Renewal
http://www.regents.nysed.gov/common/regents/files/214p12a4%5B1%5D_0.pdf

Recommendations

The State Education Department Renewal Recommendations

The attached Renewal Recommendation Reports provide summary information about each of the Renewal Applications that are before the Regents for action today as well as an analysis of the academic and fiscal performance of each school over the charter term.

The Department considers evidence related to the ten Performance Benchmark areas when making recommendations to the Regents concerning charter renewal applications. However, student academic performance is of paramount importance when evaluating each school. Each of the recommendations below were made after a full due-diligence process over the charter term, including review of the information presented by each school in its Renewal Application, a specific fiscal review, a two-day renewal site visit conducted by a Department team during the fall of 2016, comprehensive analysis of achievement data and consideration of public comment. In the case of the charter schools being recommended for short-term renewal at the February 2017 Board of Regents meeting, the renewal findings warrant a renewal term of three years. Over the course of the charter term, NYSED will closely monitor these charter schools based on the Monitoring Plan.

Renewal Recommendations

VOTED: That the Board of Regents finds that, the **Democracy Prep Endurance Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **Democracy Prep Endurance Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2022**.

VOTED: That the Board of Regents finds that, the **Evergreen Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **Evergreen Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2022**.

VOTED: That the Board of Regents finds that, the **Neighborhood Charter School of Harlem**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **Neighborhood Charter School of Harlem** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2022**.

VOTED: That the Board of Regents finds that, the **Riverhead Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **Riverhead Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2022**.

VOTED: That the Board of Regents finds that, the **Rochester Academy Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **Rochester Academy**

Charter School and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2022**.

VOTED: That the Board of Regents finds that, the **Health Sciences Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **Health Sciences Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2020**.

VOTED: That the Board of Regents finds that, the **Southside Academy Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **Southside Academy Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2020**.

VOTED: That the Board of Regents finds that, the **Urban Choice Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **Urban Choice Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2020**.

Timetable for Implementation

The Regents action for the above named charter schools will become effective immediately.

Democracy Prep Endurance Charter School

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), Commissioners Regulation 119.7 and the Board of Regents Charter School Renewal Policy (November 2012), the **New York State Education Department (NYSED) recommends a first renewal term for a period of five years for Democracy Prep Endurance Charter School. The charter term would begin on July 1, 2017 and expire on June 30, 2022. NYSED is recommending approval of the school's requested revision to expand to serve Grades K-4 and 6-12 with a maximum of 1296 students in the first renewal charter term. The school proposes to add Grades K and 11 in the first year of the proposed charter term, Grades 1 and 12 in the second year, and one additional elementary grade each year thereafter.**

Democracy Prep Endurance Charter School (DPE) is meeting the academic performance benchmarks and most benchmarks set forth in the Board of Regents Performance Framework. DPE is meeting enrollment and retention targets as prescribed by the Board of Regents for students who are economically disadvantaged and students with disabilities and is making good faith efforts to meet the enrollment target for English language learners. The school is implementing the mission, key design elements, education program and organizational plan set forth in the charter.

Charter School Summary

Name of Charter School	Democracy Prep Endurance Charter School
Board Chair	Khary Barnes
District of location	NYC CSD 5
Opening Date	August 1, 2012
Charter Terms	Initial Charter Term: 7/1/2012 – 6/30/2017
Current Term Authorized Grades / Maximum Authorized Enrollment	Grades 6-10 540 students
Proposed Renewal Term Authorized Grades / Proposed Maximum Authorized Enrollment	Grades K- 4, 6-12 1296 students
Management Company	Democracy Prep Public Schools
Facilities	Middle School: 250 W. 127th Street, NY, NY 10027 (public co-located space) High School/Pathways: 240 East 123rd Street (2nd Fl), NY, NY 10035 (private facility)
Mission Statement	*"The mission of Democracy Prep is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship."*
Key Design Elements	• Rigorous college-prep academics • More time to learn

	• Smart use of data • Safe and supportive school culture • Exemplary talent
Revision History	• In July 2012, the Board of Regents approved the revision request for Democracy Prep III Charter School to change its name to Democracy Prep Endurance Charter School. • In March 2015, the Board of Regents approved a revision request to expand to Grades 9 and 10 and increase the maximum enrollment from 312 to 540 students. • In September 2015, the Board of Regents authorized the operation of the Pathways program to act as a transitional program for a subset of students with disabilities.
Requested Revisions	Requesting approval to serve K-4 and 6-12 (from 6-10) by adding Grade K and 11 in the first year of the proposed charter term, a Grade 12 in the second year, and adding one elementary grade each year, for a maximum of 1296 students in the first renewal charter term (from 540).

Current Grade Levels and Maximum Authorized Enrollment

School Year	Grades Served	Maximum Authorized Enrollment	Actual Enrollment
2016-2017	6-10	540	524[1]
2015-2016	6-9	432	436
2014-2015	6-8	312	342
2013-2014	6-7	208	222
2012-2013	6	104	111

Proposed Renewal Term Grade Levels and Maximum Authorized Enrollment

School Year	Grades Served	Maximum Authorized Enrollment
2017-2018	Grades K, 6- 11	756
2018-2019	Grades K-1, 6-12	972
2019-2020	Grades K-2, 6-12	1080
2020-2021	Grades K-3, 6-12	1188
2021-2022	Grades K-4, 6-12	1296

[1] Self-reported by DPE in Renewal Site Visit Workbook

Background

The NYSED Board of Regents approved and issued a five-year initial charter for DPE on December 14, 2010. After a planning year, the school opened for instruction in August 2012, and its initial charter expires at the end of June 2017. DPE is part of Democracy Prep Public Schools (DPPS), a non-profit charter management organization. The Pathways program, a one year intensive intervention program for students with disabilities, is in its second year of operation. The program is conducted collaboratively with DPPS and serves students from DPE as well as students from Harlem Prep Charter School and Democracy Prep Harlem Charter School.

Summary of Evidence for Renewal

Key Performance Area: Educational Success

Student Performance

Over the five-year charter term, DPE administered the NYS English language arts and mathematics assessments to students in Grades 6-8 and Regents exams to high school and applicable middle school students. The outcomes from these assessments serve as the basis for determination of academic success in absolute proficiency outcomes and comparisons to the state and district of location.

DPE's aggregate student performance in ELA has been increasing, while mathematics has moderately decreased since 2014 (see Table 1).

DPE's comparative outcomes to NYC CSD 5 and the NYS average show that the school is currently outperforming both. In aggregate comparison to both the district and NYS testing outcomes, DPE's performance in mathematics and ELA are above the respective averages (see Table 2).

According to the February 2016 accountability designations, DPE is a school in *Good Standing*.

Table 1: 2014-2016 Aggregate and Subgroup Grades 3-8 ELA and Mathematics Outcomes - Democracy Prep Endurance Charter School

Subject	School Year	***All Students***	*Students with Disabilities*	*English Language Learners*	*Economically Disadvantaged*
ELA	2013-14	**24%**	**6%**	**13%**	**20%**
	2014-15	**28%**	**9%**	**0%**	**25%**
	2015-16	**41%**	**16%**	**5%**	**39%**
Mathematics	2013-14	**48%**	**16%**	**40%**	**42%**
	2014-15	**42%**	**11%**	**29%**	**40%**
	2015-16	**42%**	**15%**	**14%**	**40%**

Note: Data in table 1 represents tested students in respective subgroups who scored proficiently (level 3 or above) on each state assessment.

Table 2: 2014-2016 Aggregate Comparison Gr 3-8 ELA and Mathematics Outcomes -- Democracy Prep Endurance Charter School

Subject	School Year	***DPE***	*NYC CSD 5 Average*	*DPE Compared to NYC CSD 5*	*NYS Average*	*DPE Compared to NYS Average*
ELA	2013-14	24%	15%	+9	31%	-7
	2014-15	28%	16%	+12	31%	-3
	2015-16	41%	21%	+20	38%	+3
Math	2013-14	48%	15%	+33	36%	+12
	2014-15	42%	15%	+27	38%	+4
	2015-16	42%	17%	+25	39%	+3

Note: Data in Table 2 represents tested students only in Grades 3-8 at DPE, NYC CSD 5 (district of location), and NYS who scored proficiently (level 3 or above) on each state assessment. This table was created using grade level data to generate the comparative values, the percent difference between the school's performance and the district or state averages. All values were calculated to the nearest whole number, therefore, the percent differences may show a rounded value.

Key Performance Area: Organizational Viability

Financial Condition

DPE appears to be in good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

The CSO reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio (current assets to current liabilities) and unrestricted days cash are measures of liquidity and of the charter school's capacity to maintain operations. Long-term indicators, such as total margin and debt to asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations[2].

A *composite score* is an overall measure of financial health calculated by the Department's Office of Audit Services. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered in strong financial health. DPE's composite score for 2014-2015 is 2.90. The table below shows the school's most recently available composite scores from 2012-2013 through 2014-2015.

[2] These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

Democracy Prep Endurance CS Composite Scores
2012-2013 to 2014-2015

Year	*Composite Score*
2014-2015	2.90
2013-2014	2.70
2012-2013	2.70

Source: NYSED Office of Audit Services

Financial Management

DPE appears to be operating in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices. According to the 2015-2016 independent audit report, DPE had no material weaknesses to their internal controls. However, three main issues were cited surrounding check processing, credit card transactions, and analysis and reconciliation of accounts and the general ledger. The last two were cited in 2014-2015 and had not been remediated in 2015-2016.

Key Performance Area: Faithfulness to the Charter and Law

Enrollment, Recruitment and Retention

Table 3: Student Demographics – Democracy Prep Endurance Charter School Compared to District of Location (NYC CSD 5)

	2014-15			**2015-16**			**2016-17[3]**
	Percent of Enrollment			Percent of Enrollment			Percent of Enrollment
	School	CSD	Variance	School	CSD	Variance	School
Enrollment of Special Populations[4]							
Economically Disadvantaged	65%	83%	-18	87%	82%	+5	81%
English Language Learners	6%	10%	-4	6%	10%	-4	7%
Students with Disabilities	23%	22%	+1	23%	23%	0	21%

DPE appears to be progressing toward meeting enrollment targets for all three subgroups. The economically disadvantaged (ED) population has increased greatly from 2014-2015. The enrollment of

[3] Enrollment for the 2016-17 school year is preliminary and therefore cannot be compared to the district. The enrollment figures provided for this school year were reported by the school to CSO in fall 2016.
[4] Percentages of English language learners and students with disabilities include students who were exited from these services within the last three years of the enrollment record.

the ELL population at DPE has been a constant 6-7% of the overall student population for the past three school years.

The school is making good faith efforts to recruit, serve, and retain students from all three special populations[5]. Efforts to recruit ELLs, economically disadvantaged students, and students with disabilities include reaching out to SPED, ELL, and guidance counselor counterparts in CSD 5 schools, direct mailings to upper Manhattan, translation of application materials into other languages, and having Spanish speakers accompanying canvassers to housing developments. Additionally, the school has made improvements to their ELL supports by utilizing a bilingual teacher to teach a separate class to ELL students.

Student Retention

According to NYSED data, the overall student retention rate at DPE is 81%. The district-wide retention rate in NYC CSD 5 is 62%.

Legal Compliance

DPE operates in accordance with applicable law, regulations, rules and other policies, including its by-laws and other school-specific policies. It is also in compliance with Federally mandated disciplinary procedures for students with disabilities, and NYS DASA regulations. The board holds meetings in accordance with the Open Meetings Law.

Public Hearing Information

The required public hearing was conducted on September 29, 2016. Sixty-five individuals attended the hearing and 45 people signed up to speak. All comments recorded were positive and in favor of the renewal and expansion of the school. Speakers noted exceptional staff, activities offered beyond academics, and non-violence policies that support anti-bullying.

[5] Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities ("SWD"), FRPL eligible students and English Language Learners("ELL") when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school, and have done so. *See, Education Law §2852(9-a)(b)(i).* All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011, are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school's performance over the charter term. A school's plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school's repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter pursuant to section Education Law §2855(1)(e).

Evergreen Charter School

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), Commissioners Regulation 119.7 and the Board of Regents Charter School Renewal Policy (November 2012), the **New York State Education Department (NYSED) recommends a third renewal term for a period of five years for the Evergreen Charter School. The charter term would begin on July 1, 2017 and expire on June 30, 2022. NYSED is recommending approval of the school's request to expand to serve Grades K through 8 (from K-5) with a maximum authorized enrollment of 600 students (from 375).**

Evergreen Charter School (ECS) is meeting the academic performance benchmarks and all remaining benchmarks set forth in the Board of Regents Performance Framework. ECS is meeting enrollment and retention targets as prescribed by the Board of Regents for students for all special population subgroups. The school is implementing the mission, key design elements, education program and organizational plan set forth in the charter.

Charter School Summary

Name of Charter School	Evergreen Charter School
Board Chair	Gil Bernardino
District of Location	Hempstead Union Free School District Nassau County, Long Island
Opening Date	September 7, 2009
Charter Terms	Initial Charter Term: 1/13/2009 – 1/12/2014 First Renewal Term: 1/13/2014 – 6/30/2014 Second Renewal Term: 7/1/2014-6/30/2017
Current Term Authorized Grades / Maximum Authorized Enrollment	Grades K-6 375 students
Proposed Renewal Term Authorized Grades / Proposed Maximum Authorized Enrollment	Grades K-8 600 students
Facilities	605 Peninsula Blvd., Hempstead, NY 11550
Mission Statement	*"The mission of the Evergreen Charter School (ECS) is to nurture the intellectual, physical and social development of children, through a comprehensive program that promotes academic excellence and prepares its students for success in school and in life."*
Key Design Elements	• Second language instruction in Spanish for all grades • Integration of ecology throughout the curriculum and culture with the recurring theme of "reduce, reuse, recycle" • To foster healthy life choices within a child-centered,

	environmentally friendly school • Integration of Hispanic Culture and respect for diverse cultures through experiential activities and classroom instruction • Planning and instruction utilizing the Workshop Model of instruction
Revision History	In March 2016, the Board of Regents approved an expansion to Grades K-6 and an increase to the maximum authorized enrollment from 300 students to 375 students in the 2016-2017 school year.
Requested Revisions	To expand to serve Grades K through 8 (from K to 6) with a maximum enrollment of 600 students (from 375 students).

Enrollment in Current Charter Term

School Year	Grades Served	Maximum Authorized Enrollment	Actual Enrollment
2016-2017	K-6	375	376[6]
2015-2016	K-5	300	301
2014-2015	K-5	300	300

Proposed Enrollment Over Renewal Charter Term

School Year	Grades Served	Maximum Authorized Enrollment
2017-2018	K-7	450
2018-2019	K-8	525
2019-2020	K-8	550
2020-2021	K-8	575
2021-2022	K-8	600

Background

The Board of Regents granted an initial charter to ECS, located within the Hempstead Union Free School District, on January 13, 2009. The school was chartered to serve students in Grades K-5 and opened in September 2009. In 2014, the Board of Regents approved a three-year, short-term renewal due to academic outcomes. In March 2016, upon review of improved academic performance, the Board of Regents approved an expansion for ECS to serve Grades K-6 and add an additional 75 students to its enrollment.

[6] Self-reported by ECS in Renewal Site Visit Workbook

Summary of Evidence for Renewal

Key Performance Area: Educational Success

Student Performance

Over the three-year charter term, ECS administered the NYS English language arts and mathematics assessments to students in Grades 3-5. The outcomes from these assessments serve as the basis for determination of academic success in absolute proficiency outcomes and comparisons to the state and district of location.

ECS's aggregate and subgroup student performance in ELA and mathematics has been trending positively since 2014 (see Table 1). Comparative outcomes to both Hempstead Union Free School District and New York State show that the school is outperforming both, at times by large margins (Table 2). All population subgroups are likewise outperforming their peers at the district and state level in both ELA and mathematics.

According to the February 2016 accountability designations, ECS is a school in *Good Standing*.

Table 1: 2014-2016 Aggregate and Subgroup Grades 3-8 ELA and Mathematics Outcomes - Evergreen Charter School

Subject	School Year	***All Students***	*Students with Disabilities*	*English Language Learners*	*Economically Disadvantaged*
ELA	2013-14	21%	0%	4%	18%
	2014-15	31%	9%	5%	29%
	2015-16	46%	19%	9%	46%
Mathematics	2013-14	33%	0%	8%	31%
	2014-15	43%	27%	13%	39%
	2015-16	54%	19%	22%	55%

Note: Data in table 1 represents tested students in respective subgroups who scored proficiently (level 3 or above) on each state assessment.

Table 2: 2014-2016 Aggregate Comparison Gr 3-8 ELA and Mathematics Outcomes -- Evergreen Charter School

Subject	School Year	***ECS***	*Hempstead UFCD Average*	*ECS Compared to Hempstead UFCD*	*NYS Average*	*ECS Compared to NYS Average*
ELA	2013-14	21%	7%	+14	30%	-9
	2014-15	31%	8%	+23	31%	0
	2015-16	46%	12%	+34	38%	+8
Math	2013-14	33%	12%	+21	36%	-3
	2014-15	43%	10%	+33	42%	+1
	2015-16	54%	12%	+42	42%	+12

Note: Data in Table 2 represents tested students only in Grades 3-5 at ECS, Hempstead UFSD (district of location), and NYS who scored proficiently (level 3 or above) on each state assessment. This table was created using grade level data to generate the comparative values, the percent difference between the school's performance and the district or state averages. All values were calculated to the nearest whole number, therefore, the percent differences may show a rounded value.

Key Performance Area: Organizational Viability

Financial Condition

ECS appears to be in good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

The CSO reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio (current assets to current liabilities) and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations[7].

A *composite score* is an overall measure of financial health calculated by the Department's Office of Audit Services. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered in strong financial health. ECS's composite score for 2014-2015 is 2.50. The table below shows the school's most recently available composite scores from 2012-2013 through 2014-2015.

[7] These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

Evergreen Charter School Composite Scores
2012-2013 to 2014-2015

Year	*Composite Score*
2014-2015	2.50
2013-2014	2.20
2012-2013	1.70

Source: NYSED Office of Audit Services

Financial Management

ECS appears to be operating in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices. According to the 2015-2016 independent audit report, ECS had no material weaknesses in their internal controls.

Key Performance Area: Faithfulness to the Charter and Law

Enrollment, Recruitment and Retention

Table 3: Student Demographics – Evergreen Charter School Compared to District of Location (NYC CSD 5)

	2014-2015			**2015-2016**			**2016-2017**[8]
	Percent of Enrollment			Percent of Enrollment			Percent of Enrollment
	School	CSD	Variance	School	CSD	Variance	School
Enrollment of Special Populations[9]							
Economically Disadvantaged	89%	68%	+21	86%	76%	+10	69%
English Language Learners	29%	30%	-1	30%	35%	-5	31%
Students with Disabilities	7%	10%	-3	8%	10%	-2	7%

For the 2015-2016 academic year, ECS has generally met its enrollment targets. The school enrolls a higher percentage of students identified as ED compared to the district of location. ECS's enrollment of English language learners and students with disabilities was slightly below the district for the 2014-2015 and 2015-2016 school years but is increasing, although the district's ELL population is increasing at a

[8] Enrollment for the 2015-16 school year is preliminary and therefore cannot be compared to the district. The enrollment figures provided for this school year have been reported by the school.
[9] Percentages of English language learners and students with disabilities include students who were exited from these services within the last three years of the enrollment record.

steeper rate. The school is making good faith efforts to recruit English language learners and students with disabilities through intensive targeted marketing and recruitment efforts.[10]

Student Retention

According to NYSED data, the overall student retention rate at ECS is 78.28%. The district-wide retention rate in the Hempstead Union Free School District is 67.85%.

Legal Compliance

ECS operates in accordance with applicable law, regulations, rules and other policies, including its by-laws and other school-specific policies. It is also in compliance with Federally mandated disciplinary procedures for students with disabilities, and NYS DASA regulations. The board holds meetings in accordance with the Open Meetings Law.

Public Hearing Information

The required hearing was held on September 12, 2016. One hundred and twelve individuals attended the hearing and 23 people spoke, including parents of students, ECS staff, students of ECS, and community members. All comments recorded were in support of the school's renewal and expansion request.

[10] Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities ("SWD"), FRPL eligible students and English Language Learners("ELL") when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school, and have done so. *See, Education Law §2852(9-a)(b)(i).* All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011, are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school's performance over the charter term. A school's plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school's repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter pursuant to section Education Law §2855(1)(e).

Neighborhood Charter School of Harlem

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), Commissioners Regulation 119.7 and the Board of Regents Charter School Renewal Policy (November 2012), the **New York State Education Department (NYSED) recommends a first renewal term for a period of five years for the Neighborhood Charter School of Harlem. The charter term would begin on July 1, 2017 and expire on June 30, 2022. NYSED is recommending approval of the school's requested revision to expand to serve students in Grades K-8 (from grades K-5) with a maximum authorized enrollment 630 students (from 375).**

Neighborhood Charter School of Harlem (NCSH) is meeting the academic performance benchmarks and all other benchmarks set forth in the Board of Regents Performance Framework. NCSH is meeting enrollment and retention targets as prescribed by the Board of Regents for students who are economically disadvantaged and is exceeding enrollment targets for students with disabilities. The school is making good faith efforts to meet the enrollment target for English language learners. NCSH is implementing the mission, key design elements, education program and organizational plan set forth in the charter.

Charter School Summary

Name of Charter School	Neighborhood Charter School of Harlem
Board Chair	Ruth Meyler
District of location	NYC CSD 5
Opening Date	August 20, 2012
Charter Terms	Charter approved: 9/13/2011 Initial charter term: 7/1/2012 – 6/30/2017
Current Term Authorized Grades / Maximum Authorized Enrollment	Grades K-5 375 students
Proposed Renewal Term Authorized Grades / Proposed Maximum Authorized Enrollment	Grades K-8 630 students
Educational Partners	YAI Autism Center
Facilities	Grades K-1: 421 West 145th St New York (leased facility in CSD 6) Grades 2-5: 132 West 124th St New York (leased facility in CSD 5)
Mission Statement	*"To provide Harlem children with new educational opportunities through a rigorous, comprehensive K-8 program that cultivates the intellectual, social and emotional development of each child. Our school is an*

	inclusive community that serves high functioning children on the autism spectrum along with their neighborhood peers. Our students will become independent learners and critical thinkers, will acquire the academic skills that they need to succeed in college preparatory high schools and will exhibit the social and emotional skills that will allow them to reach their full potential."
Key Design Elements	1) A specialized program of supports for high functioning children with ASD in an inclusive class setting 2) Collaborative team teaching with two certified teachers in each classroom 3) Rigorous academic program 4) A "no excuses" approach to school design, with a focus on social and emotional learning 5) Longer school day and year 6) Extensive teacher professional development and specialized training 7) A partnership with YAI Autism Center to identify and screen children with signs of ASD in community early childhood programs
Revision History	None
Requested Revisions	Requesting approval to serve Grades K-8 (from K-5) and to increase maximum authorized enrollment from 375 to 630 students.

Enrollment in Current Charter Term

School Year	Grades Served	Maximum Authorized Enrollment	Actual Enrollment
2016-2017	K-5	375	375[11]
2015-2016	K-4	271	312
2014-2015	K-3	219	261
2013-2014	K-2	163	211
2012-2013	K-1	106	116

Proposed Enrollment Over Renewal Charter Term

School Year	Grades Served	Maximum Authorized Enrollment
2017-2018	K-6	439
2018-2019	K-7	504
2019-2020	K-8	580
2020-2021	K-8	600
2021-2022	K-8	630

[11] Self-reported by NCSH in Renewal Site Visit Workbook

Background

The Board of Regents granted an initial charter to NCSH in September 2011. As can be seen in their mission statement above, this school successfully focuses on serving students on the autism spectrum in an integrated general education setting. The school opened in Manhattan, NY CSD 5 in August 2012, and is currently operating in two incubation sites. In January 2014, the school submitted a non-material request for approval to move into a permanent private facility in NYC CSD 6 when construction is completed in 2018. This facility will accommodate the school's full enrollment.

Summary of Evidence for Renewal

Key Performance Area: Educational Success

Student Performance

Over the five-year charter term, NCSH administered the NYS English language arts and mathematics assessments to students in Grades 3-4 in 2015 and 2016. The outcomes from these assessments serve as the basis for determination of academic success in absolute proficiency outcomes and comparisons to the state and district of location.

NCSHS' aggregate student performance in mathematics and ELA has met Board of Regents expectations for academic outcomes since the school's first testing year in 2015. (see Table 1). Students who are economically disadvantaged and students with disabilities at NCSH have posted higher percentages of proficiency than students in these same subgroups at both the district and state levels.

NCSHS' aggregate outcomes, when compared to NYC CSD 5 and to the NYS average, show that the school is performing at significantly higher proficiency levels in both testing areas (see Table 2).

According to the February 2016 accountability designations, NCSH is a school in *Good Standing*.

Table 1: 2014-2016 Aggregate and Subgroup Grades 3-8 ELA and Mathematics Outcomes - Neighborhood Charter School of Harlem

Subject	School Year	***All Students***	*Students with Disabilities*	*English Language Learner*	*Economically Disadvantaged*
ELA	2013-14	**NA**			
	2014-15	**53%**	36%	*	36%
	2015-16	**62%**	42%	*	42%
Mathematics	2013-14	**NA**			
	2014-15	**79%**	73%	*	73%
	2015-16	**75%**	57%	*	57%

*Note: Data in table 1 represents tested students in respective subgroups who scored proficiently (level 3 or above) on each state assessment. * In some cases, student subgroups did not have enough tested students to form a representative sample. For these subgroups, testing data is suppressed.*

Table 2: 2014-2016 Aggregate Comparison Gr 3-8 ELA and Mathematics Outcomes -- Neighborhood Charter School of Harlem

Subject	School Year	***NCSH***	*CSD 5 Average*	*NCSH Compared to CSD 5*	*NYS Average*	*NCSH Compared to NYS Average*
ELA	2013-14	NA				
	2014-15	53%	16%	+37	31%	+22
	2015-16	62%	21%	+41	41%	+21
Math	2013-14	NA				
	2014-15	79%	23%	+56	42%	+37
	2015-16	75%	17%	+58	44%	+31

Note: Data in Table 2 represents tested students only in Grades 3-4 at NCSH, NYC CSD 5, and NYS who scored proficiently (level 3 or above) on each state assessment. This table was created using grade level data to generate the comparative values, the percent difference between the school's performance and the district or state averages. All values were calculated to the nearest whole number; therefore, the percent differences may show a rounded value.

Key Performance Area: Organizational Viability

Financial Condition

NCSH appears to be in good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

The CSO reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio (current assets to current liabilities) and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations[12].

A *composite score* is an overall measure of financial health calculated by the Department's Office of Audit Services. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered in strong financial health. NCSH's composite score for 2014-2015 is 3.00. The table below shows the school's most recently available composite scores from 2012-2013 through 2014-2015.

[12] These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

Neighborhood CS Harlem Composite Scores
2012-2013 to 2014-2015

Year	*Composite Score*
2014-2015	3.00
2013-2014	3.00
2012-2013	2.50

Source: NYSED Office of Audit Services

Financial Management

NCSH operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices. According to the 2015-2016 independent audit report, NCSH had no material weaknesses in their internal controls.

Key Performance Area: Faithfulness to the Charter and Law

Enrollment, Recruitment and Retention

Table 3: Student Demographics –Neighborhood Charter School of Harlem Compared to District of Location (NYC CSD 5)

	2014-2015			**2015-2016**			**2016-2017**[13]
	Percent of Enrollment			Percent of Enrollment			Percent of Enrollment
	School	CSD	Variance	School	CSD	Variance	School
Enrollment of Special Populations[14]							
Economically Disadvantaged	64%	83%	-19	81%	82%	-1	70%
English Language Learners	5%	10%	-5	4%	10%	-6	8%
Students with Disabilities	31%	22%	+9	33%	23%	+10	30%

For the 2014-2015 and 2015-16 school years, NCSH has exceeded the enrollment target for students with disabilities. In the 2014-2015 school year, the school was below the comparative target for enrollment of economically disadvantaged students. NCSH school leadership attributes the difference to a data recording and reporting issue that is common for charter schools that do not participate in the school lunch program in New York City. In the 2015-2016 school year, NCSH made a concerted effort to

[13] Enrollment for the 2016-17 school year is preliminary and therefore cannot be compared to the district. The enrollment figures provided for this school year have been reported by the school.
[14] Percentages of English language learners and students with disabilities include students who were exited from these services within the last three years of the enrollment record.

reach out to parents to gather additional voluntary documentation from families. Those efforts verified an economically disadvantaged student population that is comparable to that of the district of location. The school is making good faith efforts to recruit, serve, and retain all at-risk students[15]. Efforts to recruit and retain economically disadvantaged students, English language learners and students with disabilities are differentiated and include targeted outreach to community organizations that serve students in those population groups, and a more active presence in the community to assure families of the availability of services at the school that meet all students' learning needs.

Student Retention

According to NYSED data, the overall student retention rate at NCSH is 85.05%. The district-wide retention rate in NYC CSD 5 is 67.65%.

Legal Compliance

NCSH operates in accordance with applicable law, regulations, rules and other policies, including its by-laws and other school-specific policies. It is also in compliance with Federally mandated disciplinary procedures for students with disabilities, and NYS DASA regulations. The board holds meetings in accordance with the Open Meetings Law.

Public Hearing Information

The required public hearing was held on October 17, 2016. Four individuals attended the hearing, with three asking general questions about the program. No comments in opposition were recorded.

[15] Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities ("SWD"), FRPL eligible students and English Language Learners("ELL") when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school, and have done so. *See, Education Law §2852(9-a)(b)(i).* All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011, are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school's performance over the charter term. A school's plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school's repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter pursuant to section Education Law §2855(1)(e).

Riverhead Charter School

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), Commissioners Regulation 119.7 and the Board of Regents Charter School Renewal Policy (November 2012), the **New York State Education Department (NYSED) recommends a fifth renewal term for a period of five years for the Riverhead Charter School. The charter term would begin on July 1, 2017 and expire on June 30, 2022. NYSED recommends approval of the school's request to change its key design elements and to expand its maximum authorized enrollment from 414 students in Grades K-8 to 700 students in Grades K-8.**

Riverhead Charter School (RCS) is meeting the academic performance benchmarks and all remaining benchmarks set forth in the Board of Regents Performance Framework. RCS is exceeding enrollment and retention targets as prescribed by the Board of Regents for students who are economically disadvantaged, meeting targets for students who are English language learners, and making good faith efforts to meet the enrollment target for students with disabilities. The school is implementing the mission, key design elements, education program, and organizational plan set forth in the charter.

Charter School Summary

Name of Charter School	Riverhead Charter School
Board Chair	Zenobia Hartfield
District of location	Riverhead Central School District[16] Suffolk County, Long Island
Opening Date	September 2001
Charter Terms	Initial Charter Term: January 10, 2001 – January 9,, 2006 First Renewal Term: January 10, 2006 – July 10, 2008 Second Renewal Term: July 11, 2008 – June 30, 2009 Third Renewal Term: July 1, 2009 – June 30, 2014 Fourth Renewal Term: July 1, 2014 – June 30, 2017
Current Term Authorized Grades / Maximum Authorized Enrollment	Grades K-8 414 students
Proposed Renewal Term Authorized Grades / Proposed Maximum Authorized Enrollment	Grades K-8 700 students
Facilities	3685 Middle Country Road Calverton, NY 11933
Mission Statement	*Our mission is to **inspire** today's learners to become **tomorrow's leaders** by setting high academic standards, promoting solution-orientated thinking, and embracing the*

[16] Although the majority of students served are from the district of location, the school also serves students from fifteen other districts. Those districts are, Port Jefferson, Miller Place, Rocky Point, Longwood, Patchogue-Medford, William Floyd, Center Moriches, East Moriches, South Country, Connetquot, Central Islip, Shoreham-Wading R, Hampton Bays, Estprt-S Manor, and Mattituck.

	cultural diversity of our community.
Key Design Elements	• A uniquely affirming and supportive school culture • Deep linkages to the surrounding community and project-based learning • A focus on quality of instruction based on individual student needs • Technology integration in classrooms • Continuous development of staff • Departmentalized instruction beginning in grade 4
Requested Revisions	To expand maximum enrollment from 414 students to 700 students in Grades K-8. To modify key design elements (see proposed key design elements below)

Enrollment in Current Charter Term

School Year	Grades Served	Maximum Approved Enrollment	Actual Enrollment
2016-2017	K-8	414	409[17]
2015-2016	K-8	414	417
2014-2015	K-8	414	366

Proposed Enrollment Over Renewal Charter Term

School Year	Grades Served	Maximum Authorized Enrollment
2017-2018	K-8	500
2018-2019	K-8	550
2019-2020	K-8	600
2020-2021	K-8	650
2021-2022	K-8	700

Proposed Revised Key Design Elements in Renewal Charter Term

1. High Expectations
   RCS has clearly defined and measurable high expectations for academic achievement and strong character. Students, parents, teachers, and staff create and reinforce a culture of achievement and support through a range of formal and informal rewards and consequences for academic performance and behavior.

2. Advisory
   Morning meeting for all students every day. Morning meetings provide the students with opportunity to make a smooth transition into the school day. In addition, it builds community, enhances social skills and supports learning that is occurring in the classroom.

[17] Self-reported by RCS in Renewal Site Visit Workbook

3. Choice & Commitment
   Students, their parents, and the teachers of RCS choose to participate in the program. No one is assigned or forced to attend RCS. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.

4. Professional Development
   Professional development focuses on using assessment data as a catalyst to improve instruction. A heavy emphasis is placed on differentiation, ensuring all students benefit from teaching and learning.

5. Culture of All Staff
   Culture of the staff places high emphasis on staff members as teachers and learners from each other. Staff share best practices, and share a relentless commitment to high expectations for themselves and others.

Background

The Board of Regents granted an initial charter to Riverhead Charter School in January 2001 to serve students in Grades K-5. In July 2003, the Board of Regents approved a revision allowing RCS to add Grade 6 and in March 2013, the Board of Regents approved a revision to add Grades 7-8 and increase the maximum enrollment to 400 students. The maximum authorized enrollment was increased to 414 students when the school was approved for the Fourth Renewal Term in 2014.

In 2015, RCS completed construction on a new facility and took occupancy. The new facility replaced the former temporary school buildings which were also located on the school-owned property in Calverton. The new facility has adequate space to accommodate the proposed expansion to 700 students.

Summary of Evidence for Renewal

Key Performance Area: Educational Success

Student Performance

Over the charter term, RCS administered the NYS English language arts and mathematics assessments to students in Grades 3-8. The outcomes from these assessments serve as the basis for determination of academic success in absolute proficiency outcomes and comparisons to the state and district of location.

RCS's aggregate academic outcomes exceed the Riverhead Central School District (RCSD) and are approaching the state averages for both ELA and math. Aggregate English and math scores still measured below the state average in 2016, but the variance has decreased rapidly between 2014 and 2016 in ELA. The gap between RCS math proficiency scores and district and state averages has been static for two years. The performance of students with disabilities and English language learners at RCS is exceeding district and state averages in both ELA and in math. The performance of students who are economically disadvantaged exceeds the district and hovers at the state averages in both subjects.

The school was designated in *Good Standing* for the 2014-2015, 2015-2016, and 2016-2017 school years.

Table 1: 2014-2016 Aggregate and Subgroup Grades 3-8 ELA and Mathematics Outcomes - Riverhead Charter School

Subject	School Year	***All Students***	*Students with Disabilities*	*English Language Learners*	*Economically Disadvantaged*
ELA	2013-14	**19%**	8%	11%	14%
	2014-15	**22%**	19%	3%	18%
	2015-16	**34%**	31%	21%	28%
Mathematics	2013-14	**32%**	17%	21%	32%
	2014-15	**33%**	13%	16%	33%
	2015-16	**33%**	24%	24%	33%

Note: Data in table 1 represents tested students in respective subgroups who scored proficiently (level 3 or above) on each state assessment. From 2014-2016, ELA and mathematics assessments were aligned to the Common Core; Science assessments remained in the original NYSTP format.
** In some cases, student subgroups did not have enough tested students to form a representative sample (<10 students). For these subgroups, testing data was withheld.*

Table 2: 2014-2016 Aggregate Comparison Gr 3-8 ELA and Mathematics Outcomes -- Riverhead Charter School

Subject	School Year	***RCS***	*RCSD Average*	*RCS Compared to RCSD*	*NYS Average*	*RCS Compared to NYS Average*
ELA	2013-14	19	23	-4	31	-12
	2014-15	22	20	+2	31	-9
	2015-16	34	21	+13	38	-4
Math	2013-14	32	29	+3	29	-4
	2014-15	33	24	+9	24	-5
	2015-16	33	24	+9	24	-6

Note: Data in Table 2 represents tested students only in Grades 3-8 at Riverhead Charter School, Riverhead Central School District (district of location), and NYS who scored proficiently (level 3 or above) on each state assessment. This table was created using grade level data to generate the comparative values, the percent difference between the school's performance and the district or state averages. All values were calculated to the nearest whole number, therefore, the percent differences may show a rounded value.

Key Performance Area: Organizational Viability

Financial Condition

RCS appears to be in good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

The CSO reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio (debts to assets) and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations[18].

A *composite score* is an overall measure of financial health calculated by the Department's Office of Audit Services. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered in strong financial health. RCS's composite score for 2014-2015 is 2.30. The table below shows the school's most recently available composite scores from 2012-2013 through 2014-2015.

Riverhead Charter School Composite Scores
2012-2013 to 2014-2015

Year	***Composite Score***
2014-2015	2.30
2013-2014	2.20
2012-2013	3.00

Source: NYSED Office of Audit Services

Financial Management

RCS operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices. According to the 2015-2016 independent audit report, RCS had no material weaknesses to their internal controls.

[18] These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

Key Performance Area: Faithfulness to the Charter and Law

Enrollment, Recruitment and Retention

Table 3: Student Demographics – Riverhead Charter School Compared to District of Location (Riverhead Central School District)

	2014-2015			2015-2016			2016-2017[19]
	Percent of Enrollment			Percent of Enrollment			Percent of Enrollment
	School	CSD	Variance	School	CSD	Variance	School
Enrollment of Special Populations[20]							
Economically Disadvantaged	73%	51%	+22	74%	57%	+17	74%
English Language Learners	20%	18%	+2	22%	21%	+1	36%
Students with Disabilities	12%	14%	-2	7%	14%	-7	11%

The school enrolls a significantly higher percentage of students identified as economically disadvantaged compared to the district of location. RCS's enrollment of English language learners and students with disabilities was on par with RCSD for the 2014-2015 school year, and also was comparable to the district for the enrollment of English language learners in the 2015-2016 school year. While RCS's enrollment of economically disadvantaged students has been consistent over the charter school term, the school reports a significant increase in enrolled English language learners in the 2016-2017 school year. RCS enrolled a smaller percentage of students with disabilities in the 2015-2016 school year than the 2014-2015 school year. However, the school reports that the percentage of students with disabilities has increased again in the 2016-2017 school year.

The school is making good faith efforts to recruit, serve, and retain at-risk students[21]. Efforts to recruit and retain economically disadvantaged students, English language learners and students with disabilities

[19] Enrollment for the 2016-17 school year is preliminary and therefore cannot be compared to the district. The enrollment figures provided for this school year have been reported by the school.

[20] Percentages of English language learners and students with disabilities include students who were exited from these services within the last three years of the enrollment record.

[21] Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities ("SWD"), FRPL eligible students and English Language Learners("ELL") when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school, and have done so. Education Law §2852(9-a)(b)(i). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011, are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school's performance over the charter term. A school's plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school's repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter pursuant to section Education Law §2855(1)(e).

include targeted outreach to community organizations that serve students in those population groups, social media and traditional marketing techniques, open houses, tours and special events, as well as the provision and advertisement of academic support programs designed to serve these populations.

Student Retention

According to NYSED data, the overall student retention rate at RCS is 67.73%. The district-wide retention rate in RCSD is 80.95%.

Legal Compliance

RCS operates in accordance with applicable law, regulations, rules and other policies, including its by-laws and other school-specific policies. It is also in compliance with Federally mandated disciplinary procedures for students with disabilities, and NYS DASA regulations. The board holds meetings in accordance with the Open Meetings Law.

Public Hearing Information

The required hearing was held on September 6, 2016. In addition to district personnel, the RCS school leader and several parents of children attending RCS attended the hearing. Four parents made public comments in support of RCS as a positive option for their families. No comments in opposition of the school's renewal or proposed expansion were recorded.

Rochester Academy Charter School

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), Commissioners Regulation 119.7 and the Board of Regents Charter School Renewal Policy (November 2012), the **New York State Education Department (NYSED) recommends a fourth renewal term for a period of five years for the Rochester Academy Charter School. The charter term would begin on July 1, 2017 and expire on June 30, 2022. NYSED is recommending approval of the school's request to expand to serve Grades K-4 and 6-12 with a maximum approved enrollment of 750 by the end of the renewal charter term.**

Rochester Academy Charter School (RACS) is making progress toward meeting the academic performance benchmark expectations and all remaining benchmarks set forth in the Board of Regents Charter School Performance Framework. RACS is meeting enrollment and retention targets as prescribed by the Board of Regents for students who are economically disadvantaged and making good faith efforts to meet enrollment targets for students with disabilities and English language learners.

RACS is implementing the mission, key design elements, education program, organizational design, and fiscal plan set forth in the charter.

Charter School Summary

Name of Charter School	Rochester Academy Charter School
Board Chair	Mahmut Gedemenli
District of location	Rochester City School District
Opening Date	August 27, 2012
Charter Terms	Initial Charter Term: January 15, 2008 – January 14, 2013 First Renewal Term: January 15, 2013 – June 30, 2013 Second Renewal Term: July 1, 2013 – June 30, 2014 Third Renewal Term: July 1, 2014 – June 30, 2017
Current Term Authorized Grades / Maximum Authorized Enrollment	Grades 7-12 360 students
Proposed Renewal Term Authorized Grades / Proposed Maximum Authorized Enrollment	Grades K- 4, 6-12 750 students
Facilities	Middle School: 841 Genesee Street, Rochester, NY 14611 High School: 1757 Latta Road, Greece, NY 14612
Mission Statement	"*To provide students in grades 7-12 with rigorous, challenging academics through hands-on, meaningful learning opportunities that will provide them with the skills necessary to be successful academically, socially and emotionally.*"

Key Design Elements	• Provide students with the skills and experiences necessary that will help them master the knowledge detailed in the NYS Core Curriculum Learning Standards • Provide a strong focus on math and science and use national competitions and science fairs to motivate students • Build a strong supervisory and monitoring system that will provide individualized attention to each student • Provide broad tutoring services that will help students address learning needs and/or issues with specific content • Build strong parent/student/school relationships • Require enhanced professional development for staff members • Build partnerships with community organizations and other educational institutions
Revision History	N/A
Requested Revisions	To expand to serve Grades K-4 and 6-12 (from grades 7-12) and to increase maximum authorized enrollment to 750 (from 360) by the end of the renewal charter term.

Enrollment

School Year	Grades Served	Maximum Approved Enrollment	Actual Enrollment
2016-2017	7-12	360	372[22]
2015-2016	7-12	360	372
2014-2015	7-12	360	361

Proposed Enrollment Over Renewal Charter Term

School Year	Grades Served	Maximum Authorized Enrollment
2017-2018	6-12	420
2018-2019	K-1, 6-12	552
2019-2020	K-2, 6-12	618
2020-2021	K-3, 6-12	684
2021-2022	K-4, 6-12	750

[22] Self-reported in the RACS Renewal Site Visit Workbook.

Background

The Board of Regents granted an initial charter to RACS on January 15, 2008. The school opened in the Rochester City School District on September 7, 2008 with 180 students in Grades 7-9. The school added Grades 10-12 in the subsequent academic years. After two short term renewals, RACS has improved academic performance and attained the expectations set forth in the Board of Regents Performance Framework.

Summary of Evidence

Key Performance Area: Educational Success

According to the Department's accountability designations for 2015-2016 and 2016-2017, RACS is a school *In Good Standing.*

Student Performance - Middle School Academic Outcomes

Over the three-year charter term, RACS administered the NYS English language arts and mathematics assessments to students in Grades 7-8. The outcomes from these assessments serve as the basis for determination of academic success in absolute proficiency outcomes and comparisons to the state and district of location.

In 2015 and 2016, middle school students at RACS surpassed the achievement of students in the Rochester City School District (RCSD) on ELA and math state assessments, but still remains well below state averages by 20-23% in math and 24-28% in ELA (Table 2). RACS students have demonstrated some gains in ELA and math performance, moving from 8% proficiency in ELA in 2014-2015 to 10% in 2015-2016 and 6% proficiency in math in 2014-2015 to 9% in 2015-2016 (Table 1). The economically disadvantaged (ED) subgroup has mirrored the performance of students overall, exceeding the district of location but falling below the state averages for similar students. Students with disabilities (SWD) have also exceeded the district and, in 2015-2016, rose to meet state average proficiency levels for SWDs in math and ELA. The performance of English language learners (ELL) at RACS was near the district average but below the state average for that subgroup in 2014-2015 (too few ELLs were tested in 2016 to draw a reliable comparison).

Table 1: 2014-2016 Aggregate and Subgroup Grades 7-8 ELA and Mathematics Outcomes - Rochester Academy Charter School

Subject	School Year	***All Students***	*Students with Disabilities*	*English Language Learners*	*Economically Disadvantaged*
ELA	2013-2014	N/A	N/A	N/A	N/A
	2014-2015	8%	*	0%	6%
	2015-2016	10%	6%	*	10%
Mathematics	2013-2014	N/A	N/A	N/A	N/A
	2014-2015	6%	0%	0%	7%
	2015-2016	9%	1%	*	7%

Note: Data in table 1 represents tested students in respective subgroups who scored proficiently (level 3 or above) on each state assessment. From 2014-2016, ELA and mathematics assessments were aligned to the Common Core.

**Data is suppressed due to small student sample size.*

Table 2: 2014-2016 Aggregate Comparison Gr 7-8 ELA and Mathematics Outcomes -- Rochester Academy Charter School

Subject	School Year	***RACS***	*RCSD Average*	*RACS Compared to RCSD*	*NYS Average*	*RACS Compared to NYS Average*
ELA	2013-14	N/A	N/A	N/A	N/A	N/A
	2014-15	8%	5%	+3	32%	-24
	2015-16	10%	7%	+3	38%	-28
Math	2013-14	N/A	N/A	N/A	N/A	N/A
	2014-15	9%	2%	+7	29%	-20
	2015-16	8%	2%	+6	31%	-23

Note: Data in Table 2 represents tested students only in grades 7-8 at Rochester Academy Charter School, (Rochester City School District), and NYS who scored proficiently (level 3 or above) on each state assessment. This table was created using grade level data to generate the comparative values, the percent difference between the school's performance and the district or state averages. All values were calculated to the nearest whole number, therefore, the percent differences may show a rounded value.

N/A = No students sat for assessments.

Student Performance - High School Academic Outcomes

Graduation rates at RACS have exceeded state requirements. The graduation rate was 92% for the 2010 cohort and 93% for the 2011 cohort.

The school's four-year Regents cohort outcomes met or exceeded state averages. RACS students in the 2012 cohort, which graduated in June 2016, passed Regents exams at rates between 82% and 95%. The 2011 and 2010 cohorts averaged passing rates on their Regents exams at or above 81% and 89%, respectively.

Table 3: High School Total 4-Year Regents Outcomes for All Students: School, District & NYS Level Aggregates

4-Yr Cohort: **All Students**	2010 Cohort			2011 Cohort			2012 Cohort		
Subject	School	Variance	State	School	Variance	State	School	Variance	State
ELA	92%	+10	82%	83%	-1	84%	89%	+5	84%
Math	92%	+8	84%	86%	0	86%	98%	+12	86%
Global History	92%	+14	78%	81%	+2	79%	82%	+4	78%
US History	89%	+10	79%	86%	+5	81%	95%	+6	81%
Science	92%	+9	83%	88%	+2	84%	95%	+11	84%
Graduation Rate	92%	+12	80%	93%	+13	80%	*	-	80%

*Not available at the time of this report.

Key Performance Area: Organizational Viability

Financial Condition

RACS appears to be in adequate financial condition as evidenced by performance on key indicators derived from the schools independently audited financial statements.

The Charter School Office reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio (current assets to current liabilities) and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations[23].

A *composite score* is an overall measure of financial health calculated by the Department's Office of Audit Services. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered in strong financial health. RACS's composite score

[23] These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

for 2014-2015 is 3.00. The table below shows the school's most recently available composite scores from 2012-2013 through 2014-2015.

Rochester Academy CS Composite Scores
2012-2013 to 2014-2015

Year	*Composite Score*
2014-2015	3.00
2013-2014	2.30
2012-2013	3.00

Source: NYSED Office of Audit Services

Financial Management

RACS operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

The Charter School Office reviewed RACS' 2015-2016 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The independent audit did not identify any deficiencies in internal controls that could be considered material weaknesses.

Key Performance Area: Faithfulness to the Charter and Law

Enrollment, Recruitment and Retention

RACS enrolls a higher proportion of ED students than the district, but a smaller percentage of ELLs and SWDs (Table 4).

The school is making good faith efforts to recruit, serve, and retain at-risk students[24]. Efforts to recruit and retain students in the ED, ELL, and SWD populations include targeted outreach to community organizations that serve students in those population groups, social media and traditional marketing strategies, and sharing information about academic supports designed to serve these populations.

[24] Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL eligible students and English Language Learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school, and have done so. Education Law §2852(9-a)(b)(i). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011, are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school's performance over the charter term. A school's plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school's repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter pursuant to section Education Law §2855(1)(e).

School leaders emphasized the importance of word-of-mouth outreach and have built connections with several local cultural centers and churches, which resulted in twenty-five new enrollees, including ELLs and SWDs.

Table 4: Student Demographics – Rochester Academy Charter School Compared to District of Location (Rochester City School District)

	2014-2015 Percent of Enrollment			2015-2016 Percent of Enrollment			2016-2017 Percent of Enrollment[25]
	School	CSD	Variance	School	CSD	Variance	School
Enrollment of Special Populations[26]							
Economically Disadvantaged	89%	91%	-2	94%	91%	+3	94%
English Language Learners	6%	13%	-7	6%	13%	-7	8%
Students with Disabilities	8%	19%	-11	10%	20%	-10	12%

Student Persistence and Attrition

According to NYSED data, the overall student retention rate at RACS is 63.52%. The district-wide retention rate in the Rochester City School District is 65.03%.

Legal Compliance

RACS operates in accordance with applicable law, regulations, rules and other policies, including its by-laws and other school-specific policies. It is also in compliance with Federally mandated disciplinary procedures for students with disabilities, and NYS DASA regulations. The board holds meetings in accordance with the Open Meetings Law.

Public Hearing Information

The required public hearing was held on November 17, 2016 at the Rochester City School District's central office. No speakers were present and no comments were submitted.

[25] Enrollment for the 2016-17 school year is preliminary and therefore cannot be compared to the district. The enrollment figures provided for this school year have been reported by the school.

[26] Percentages of English language learners and students with disabilities include students who were exited from these services within the last three years of the enrollment record.

Health Sciences Charter School

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), Commissioners Regulation 119.7 and the Board of Regents Charter School Renewal Policy (November 2012), the **New York State Education Department (NYSED) recommends a second renewal term for a period of three years for Health Sciences Charter School. The charter term would begin on July 1, 2017 and expire on June 30, 2020.**

Health Sciences Charter School (HSCS) is making progress toward meeting the academic performance benchmark expectations and remaining benchmarks set forth in the Board of Regents Charter School Performance Framework, but needs to further strengthen academic outcomes and fiscal condition, as well as efforts to meet subgroup enrollment targets for students who are economically disadvantaged, students with disabilities and English language learners.

HSCS is implementing the mission, key design elements, education program, organizational design, and fiscal plan set forth in the charter.

Charter School Summary

Name of Charter School	Health Sciences Charter School
Board Chair	David Palmer
District of location	Buffalo City School District
Opening Date	August 10, 2010
Charter Terms	Initial Charter Term: September 15, 2009 – June 30, 2014 First Renewal Term: July 1, 2014 – June 30, 2017
Current Term Authorized Grades / Maximum Authorized Enrollment	Grades 9-12 480 students
Proposed Renewal Term Authorized Grades / Proposed Maximum Authorized Enrollment	Grades 9-12 480 students
Educational Partners	Catholic Health System, Erie County Medical Center, Kaleida Health, Roswell Park Cancer Institute, Blue Cross/Blue Shield, Independent Health, and Universal Healthcare
Facilities	1140 Ellicott Street, Buffalo, NY 14209
Mission Statement	"*To provide high-school age youth with an academically challenging learning environment that prepares them to communicate effectively, think and reason critically, value diversity, engage in service learning, pursue academic excellence, obtain sustainable and quality careers in the*

	healthcare industry and become productive and valued members of the community."
Key Design Elements	• Year-round instruction, including a summer session • State-of-the-art laboratory instruction • Industry-specific curriculum • AP and dual college credit courses • Mentoring • Service learning
Revision History	Relocation of school from Kenmore-Tonawanda Union Free School District to the Buffalo City School District in August 2011.
Requested Revisions	None

Enrollment

School Year	Grades Served	Maximum Approved Enrollment	Actual Enrollment
2016-2017	9-12	480	459[27]
2015-2016	9-12	480	460
2014-2015	9-12	480	456

Background

The charter for HSCS was approved by the Board of Regents in September 2009. The school opened in August 2010 in the Kenmore Tonawanda Union Free School District and relocated to the Buffalo City School District in 2011 for several reasons, including proximity to locations of internships, ease of transportation and opportunities for greater parent involvement. HSCS was issued a short-term three-year renewal on July 1, 2014 to improve academic outcomes and financial condition.

Summary of Evidence for Renewal

Key Performance Area: Educational Success

Student Performance

HSCS's academic outcomes over the charter term show 2010, 2011, and 2012 cohort proficiency levels for all students and most subgroups that either exceed or come close to the state average with the exception of Global History and US History.

Graduation rates for all students and for students who are economically disadvantaged have hovered around the state average graduation rates for comparable students throughout the charter term. Graduation rates for students with disabilities at HSCS exceed the state average. The number of students who are English language learners at the school is too small to assess performance.

[27] Self-reported in the HSCS Renewal Site Visit Workbook.

Table 1: High School Total 4-Year Regents Outcomes for All Students: School, District & NYS Level Aggregates

4-Yr Cohort: **All Students**	2010 Cohort			2011 Cohort			2012 Cohort		
Subject	School	Variance	State	School	Variance	State	School	Variance	State
ELA	87%	+5	82%	82%	-2	84%	85%	+1	84%
Math	86%	+2	84%	87%	+1	86%	96%	+10	86%
Global History	71%	-7	78%	64%	-15	79%	65%	-13	78%
US History	78%	-1	79%	81%	0	81%	77%	-4	81%
Science	88%	+5	83%	83%	-1	84%	80%	+4	84%
4 year Graduation Rate	72%	-4	76%	78%	-2	80%	**		80%

**Unavailable at the time of this report.

Key Performance Area: Organizational Viability

Financial Condition

HSCS appears to be under fiscal stress as evidenced by performance on key indicators derived from the school's independently audited financial statements.

The Charter School Office reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio (current assets to current liabilities) and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations[28].

The school's overall financial outlook is represented to the Charter School Office in the form of a composite score. A *composite score* is an overall measure of financial health calculated by the Department's Office of Audit Services. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered in strong financial health. HSC's composite score for 2014-2015 is -0.30. The table below shows the school's composite scores from 2012-2013 through 2014-2015.

[28] These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

Health Sciences Charter School's Composite Scores
2012-2013 to 2014-2015

Year	*Composite Score*
2014-2015	-0.30
2013-2014	0.00
2012-2013	-0.90

Source: NYSED Office of Audit Services

In addition, the *debt to asset ratio* measures the extent to which the school relies on borrowed funds to finance its operations. HSCS' debt to asset ratio is 1.0 for 2015-2016. A ratio of 0.9 or less meets a standard of low risk; therefore, there are some concerns. HSCS's total margin, which indicates the deficit or surplus the school yields out of its total revenues, is positive, indicating the school is living within its available resources.

Financial Management

According to the 2015-2016 independent audit report, HSCS had no material weaknesses in their internal controls. The school appears to operate in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Key Performance Area: Faithfulness to the Charter and Law

Enrollment, Recruitment and Retention

HSCS is making good faith efforts[29] to meet enrollment targets in both the English language learners (ELL) and students with disabilities (SWD) population subgroups. Efforts to recruit students in the target populations were identified in a marketing plan created by a board/school committee in 2016-2017. Among other strategies, the plan includes participation in high school recruitment days at elementary schools and using community networks to identify groups that can partner with the school. In January 2017, the board is implementing a plan to work with partner organizations to capitalize on their relationships with the diverse communities across the city.

[29] Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL eligible students and English Language Learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school, and have done so. Education Law §2852(9-a)(b)(i). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011, are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school's performance over the charter term. A school's plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school's repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter pursuant to section Education Law §2855(1)(e).

Table 2: Student Demographics –Health Sciences Charter School Compared to District of Location (Buffalo) [1]

	2014-2015			2015-2016			2016-2017[30]
	Percent of Enrollment			Percent of Enrollment			Percent of Enrollment
	School	Buffalo	Variance	School	Buffalo	Variance	School
Enrollment of Special Populations[31]							
Economically Disadvantaged	88%	79%	+9	42%**	82%	-20	83%
English Language Learners	1%	14%	-13	1%	15%	-14	1%
Students with Disabilities	12%	22%	-10	13%	22%	-9	11%

***This number is the result of a reporting error made by the school. HSCS has informed NYSED that the true enrollment of students who are economically disadvantaged in 2015-2016 is 88%.*

Legal Compliance

HSCS operates in accordance with applicable law, regulations, rules and other policies, including its by-laws and other school-specific policies. It is also in compliance with Federally mandated disciplinary procedures for students with disabilities, and NYS DASA regulations. The board holds meetings in accordance with the Open Meetings Law.

Public Hearing Information

A public hearing was held by the Buffalo Board of Education on September 7, 2016. The school leader made a presentation to the board. Twenty-three members of the community attended and several spoke at the hearing. Seven comments were made in favor of the school's renewal and no comments were made in opposition.

[30] Enrollment for the 2015-16 school year is preliminary and therefore cannot be compared to the district. The enrollment figures provided for this school year have been reported by the school.

[31] Percentages of English language learners and students with disabilities include students who were exited from these services within the last three years of the enrollment record.

Southside Charter School

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), Commissioners Regulation 119.7 and the Board of Regents Charter School Renewal Policy (November 2012), the **New York State Education Department (NYSED) recommends a fifth renewal term for a period of three years for the Southside Academy Charter School. The recommendation is based on the need for continued progress in improving academic outcomes and organizational stewardship over the past two year renewal term. The charter term would begin on July 1, 2017 and expire on June 30, 2020.**

Charter School Summary

Name of Charter School	Southside Academy Charter School
Board Chair	Carol Hill
District of location	Syracuse City School District
Opening Date	September 2, 2002
Charter Terms	Initial Charter Term: January 16, 2002 – January 15, 2007 First Renewal Term: January 16, 2007 – June 30, 2007 Second Renewal Term: July 1, 2007 – June 30, 2010 Third Renewal Term: July 1, 2010 – June 30, 2015 Fourth Renewal Term: July 1, 2015 – June 30, 2017
Current Term Authorized Grades / Maximum Authorized Enrollment	Grades K-8 690 students
Management Company	National Heritage Academies, Inc.
Facilities	2200 Onondaga Boulevard, Syracuse, New York
Mission Statement	*Offering families and students a community public charter school which provides a challenging academic program and focuses on high-achievement and instilling a sense of family, community and leadership within all of our students.*
Key Design Elements	• Academic excellence • Moral focus • Parental partnership • Student responsibility
Revision History	None
Requested Revisions	None

Enrollment

School Year	Grades Served	Maximum Approved Enrollment	Actual Enrollment
2016-2017	K-8	690	685[32]
2015-2016	K-8	690	687
2014-2015	K-8	690	688

Background

Since the initial charter was issued by the Board of Regents in 2002, Southside Academy Charter School (SACS) has been managed by National Heritage Academies, Inc. (NHA), a for-profit charter management organization based in Michigan. The school is housed in a private facility that was built and is owned by NHA.

SACS is currently completing a two-year renewal term which was issued by the Board of Regents in 2015 based on the school's record of insufficient academic performance and insufficient financial and organizational stewardship. The school developed and implemented an academic and fiscal corrective action plan in 2015-2016 and has provided monthly progress reports to the Department throughout the year. Over the charter term, SACS has brought in new leadership, increased staffing and salaries, and made improvements to the instructional program to better meet the learning needs of the student population. The board has taken steps to improve its oversight capacity and to clarify the terms of relationship with the management company, specifically around the facility lease terms. NHA is providing enhanced supports to the school, including personnel, training and curricular resources.

Summary of Evidence for Renewal

Key Performance Area: Educational Success

Student Performance

Over the charter term, SACS administered the NYS English language arts and mathematics assessments to students in Grades 3-8. The outcomes from these assessments serve as the basis for determination of academic success in absolute proficiency outcomes and comparisons to the state and district of location.

SACS was designated as a *Focus Charter School* for the 2013-2014 and 2014-2015 school years. In February 2016, SACS was identified as a *Priority School*.

SACS outperformed Syracuse City School District (SCSD) in both ELA and mathematics in 2015 and 2016, showing increases in the variance in aggregate proficiency between SACS and SCSD over time. The school improved in 2016 to outperform the SCSD average in ELA by 7 percentage points and the SCSD average in mathematics by 11 percentage points. Subgroup outcomes for students with disabilities, English language learners (ELLs), and students who are economically disadvantaged (ED) show a similar

[32] Self-reported in the SACS Renewal Site Visit Workbook.

trend of performing increasingly above the district average in 2015 and 2016 in both ELA and mathematics.

Table 1: 2014-2016 Aggregate and Subgroup Grades 3-8 ELA and Mathematics Outcomes - Southside Charter School

Subject	School Year	***All Students***	*Students with Disabilities*	*English Language Learners*	*Economically Disadvantaged*
ELA	2013-14	8%	2%	1%	6%
	2014-15	10%	0%	*	9%
	2015-16	18%	8%	0%	17%
Mathematics	2013-14	16%	11%	0%	6%
	2014-15	15%	11%	0%	7%
	2015-16	21%	8%	20%	8%

Note: Data in table 1 represents tested students in respective subgroups who scored proficiently (level 3 or above) on each state assessment.
**Data is suppressed due to small student sample size.*

Table 2: 2014-2016 Aggregate Comparison Gr 3-8 ELA and Mathematics Outcomes – Southside Academy Charter School

Subject	School Year	***SACS***	*SCSD Average*	*SASC Compared to SCSD*	*NYS Average*	*SASC Comp to NYS Average*
ELA	2013-2014	8%	8%	0	31%	-23
	2014-2015	10%	8%	2	31%	-21
	2015-2016	18%	11%	7	38%	-20
Math	2013-2014	16%	8%	8	36%	-20
	2014-2015	15%	9%	6	38%	-23
	2015-2016	21%	10%	11	39%	-18

Note: Data in Table 2 represents tested students only in Grades 3-8 at Southside Academy Charter School, Syracuse City School District (district of location), and NYS who scored proficiently (level 3 or above) on each state assessment. This table was created using grade level data to generate the comparative values, the percent difference between the school's performance and the district or state averages. All values were calculated to the nearest whole number, therefore, the percent differences may show a rounded value.

Key Performance Area: Organizational Viability

Financial Condition

SACS appears to be in uncertain financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

The Charter School Office reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio (current assets to current liabilities) and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. Long-term indicators, such as total margin and debt to asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations[33].

A *composite score* is an overall measure of financial health calculated by the Department's Office of Audit Services. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be in strong financial health. SACS' composite score for 2014-2015 is 0.60. The table below shows the school's most recently available composite scores from 2012-2013 through 2014-2015.

Southside Academy Charter School Composite Scores
2012-2013 to 2014-2015

Year	***Composite Score***
2014-2015	0.60
2013-2014	0.80
2012-2013	0.70

Source: NYSED Office of Audit Services

The school's *unrestricted cash measures*, in days, showed that the school operated with 3 days of unrestricted cash in 2015-2016. Charter schools typically strive to maintain at least 90 days of cash on hand to be sure they can meet operating expenses without receiving new income.

SACS *total margin* in 2015-2016 was 0 percent, which is an indicator of some risk. Total margin is calculated as net income divided by total revenue, and a total margin that is positive indicates low risk.

Financial Management

The Charter School Office reviewed SACS' 2015-2016 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The audit did not identify any deficiencies in internal controls that could be considered material weaknesses.

[33] These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

Key Performance Area: Faithfulness to the Charter and Law

Enrollment, Recruitment and Retention

Table 3: Student Demographics – Southside Academy Charter School Compared to District of Location (Syracuse City School District)

	2014-2015			2015-2016			2016-2017[34]
	Percent of Enrollment			Percent of Enrollment			Percent of Enrollment
	School	SCSD	Variance	School	SCSD	Variance	School
Enrollment of Special Populations[1] [35]							
Economically Disadvantaged	87%	77%	10	93%	79%	14	91%
English Language Learners	0%	15%	-15	1%	16%	-15	3%
Students with Disabilities	9%	20%	-11	8%	20%	-12	14%

The school enrolls a large low-income population with reportedly one of the highest percentages of students eligible for free and reduced price lunch in the city of Syracuse. The percentage of students with disabilities and English language learners is relatively low when compared with the district, but the school is making outreach efforts[36] to increase applications from at-risk students, including working with a recruiter and marketing to prekindergarten programs for special needs students. School leaders indicated that their special education and ELL populations are growing and they have hired additional staff to meet students' needs.

[34] Enrollment for the 2015-16 school year is preliminary and therefore cannot be compared to the district. The enrollment figures provided for this school year have been reported by the school.

[35] Percentages of English language learners and students with disabilities include students who were exited from these services within the last three years of the enrollment record.

[36] Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL eligible students and English Language Learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school, and have done so. Education Law §2852(9-a)(b)(i). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011, are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school's performance over the charter term. A school's plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school's repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter pursuant to section Education Law §2855(1)(e).

According to NYSED data, the overall student retention rate at SACS is 70.68%. The district-wide retention rate in SCSD is 69.86%.

Legal Compliance

SASCS operates in accordance with applicable law, regulations, rules and other policies, including its by-laws and other school-specific policies. It is also in compliance with Federally mandated disciplinary procedures for students with disabilities, and NYS DASA regulations. The board holds meetings in accordance with the Open Meetings Law.

Public Hearing Information

The required public hearing was conducted by Syracuse City School Board on November 7, 2016. Six representatives from the school spoke, all positively about the school and its impact on students' lives. No comments in opposition were recorded.

Urban Choice Charter School

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), Commissioners Regulation 119.7 and the Board of Regents Charter School Renewal Policy (November 2012), the **New York State Education Department (NYSED) recommends a third renewal term for a period of three years for the Urban Choice Charter School. The charter term would begin on July 1, 2017 and expire on June 30, 2020.**

UCCS is meeting the academic performance benchmarks and most benchmarks set forth in the Board of Regents Performance Framework, but needs to further strengthen its academic outcomes and good faith efforts to meet subgroup enrollment and retention targets for students who are economically disadvantaged, students with disabilities and English language learners.

UCCS is implementing the mission, key design elements, education program and organizational plan set forth in the charter.

Charter School Summary

Name of Charter School	Urban Choice Charter School
Board Chair	Nelson Blish
District of location	Rochester City School District
Opening Date	September 1, 2005
Charter Terms	Initial Charter Term: 1/11/2005 – 1/10/2010 First Renewal Term: 1/11/2010 – 6/30/2014 Second Renewal Term: 7/1/2014 – 6/30/2017
Current Term Authorized Grades / Maximum Authorized Enrollment	Grades K-8 400 students
Facilities	545 Humboldt Street, Rochester, NY 14610
Mission Statement	"*To provide Rochester students with a safe, supportive and intellectually challenging environment. The central philosophy is that strong student-teacher relationships are essential to student motivation, engagement and achievement. This philosophy, in combination with authentic efforts at family involvement, and the effective teaching of a rich, rigorous and engaging curriculum will enable students to build a strong foundation for college and career readiness, exceed state achievement standards and defy the demographic destiny of poverty.*"
Key Design Elements	• Supportive educational environment • Rich, rigorous and engaging curriculum aligned to NYS Common Core • Extended learning opportunities

	• Authentic family involvement • Data-informed instruction • Focused professional development • School culture
Revision History	N/A
Requested Revisions	None

Enrollment

School Year	Grades Served	Maximum Approved Enrollment	Actual Enrollment
2016-2017	K-8	400	400[37]
2015-2016	K-8	400	402
2014-2015	K-8	400	404

Background

The Board of Regents granted an initial charter to UCCS on January 11, 2005. The school opened in the Rochester City School District on September 1, 2005 with 220 students in Grades K-4. The school added Grades 5-8 in the subsequent academic years.

Summary of Evidence

Key Performance Area: Educational Success

Student Performance

Urban Choice Charter School (UCCS) students demonstrate positive trends toward proficiency on state assessments, surpassing the performance of students in the Rochester City School District (RCSD) and, in English language arts (ELA), reducing the gap with state averages by half over the course of the current charter term. The school's economically disadvantaged (ED) students and students with disabilities (SWD) demonstrated levels of proficiency that surpassed their RCSD peers, and increased substantially over the term of the charter. With static levels of proficiency in mathematics, UCCS students are not moving toward proficiency at the same rate as in ELA.

[37] Self-reported by UCCS in Renewal Site Visit Workbook

Table 1: 2014-2016 Aggregate and Subgroup Grades 3-8 ELA and Mathematics Outcomes - Urban Choice Charter School

Subject	School Year	***All Students***	*Students with Disabilities*	*English Language Learners*	*Economically Disadvantaged*
ELA	2013-14	**6%**	**0%**	**0%**	**7%**
	2014-15	**12%**	**8%**	**0%**	**11%**
	2015-16	**26%**	**14%**	**0%**	**25%**
Mathematics	2013-14	**14%**	**0%**	*	**13%**
	2014-15	**16%**	**8%**	*	**14%**
	2015-16	**15%**	**11%**	*	**14%**

Note: Data in table 1 represents tested students in respective subgroups who scored proficiently (level 3 or above) on each state assessment.
**Data is suppressed due to small student sample size.*

Table 2: 2014-2016 Aggregate Comparison Gr 3-8 ELA and Mathematics Outcomes -- Urban Choice Charter School

Subject	School Year	*UCCS*	*RCSD Average*	*UCCS Compared to RCSD*	*NYS Average*	*UCCS Compared to NYS Average*
ELA	2013-2014	6%	5%	+1	31%	-25
	2014-2015	12%	5%	+7	31%	-19
	2015-2016	26%	7%	+19	38%	-12
Math	2013-2014	14%	7%	+7	36%	-22
	2014-2015	16%	7%	+9	38%	-22
	2015-2016	15%	7%	+8	39%	-24

Note: Data in Table 2 represents tested students in grades 3-8 at Urban Choice Charter School, Rochester City School District and NYS who scored proficiently (level 3 or above) on each state assessment. This table was created using grade level data to generate the comparative values, the percent difference between the school's performance and the district or state averages. All values were calculated to the nearest whole number, therefore, the percent differences may show a rounded value.

According to the Department's accountability designations for 2015-2016 and 2016-2017, UCCS is a school in *Good Standing.*

Key Performance Area: Organizational Viability

Financial Condition

UCCS appears to be in good financial condition as evidenced by performance on key indicators derived from the schools independently audited financial statements.

The CSO reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio (current assets to current liabilities) and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations.[38]

A *composite score* is an overall measure of financial health calculated by the Department's Office of Audit Services. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered in strong financial health. UCCS's composite score for 2014-2015 is 2.00. The table below shows the school's most recently available composite scores from 2012-2013 through 2014-2015.

Urban Choice CS Composite Scores
2012-2013 to 2014-2015

Year	***Composite Score***
2014-2015	2.00
2013-2014	1.20
2012-2013	1.50

Source: NYSED Office of Audit Services

Financial Management

UCCS appears to be operating in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices. According to the 2015-2016 independent audit report, UCCS had no material weaknesses to their internal controls; however, two main issues were cited surrounding purchase/payment transactions, and verification of goods and services received.

[38] These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

Key Performance Area: Faithfulness to the Charter and Law

Enrollment, Recruitment and Retention

Table 3: Student Demographics – Urban Choice Charter School Compared to District of Location (Rochester City School District)

	2014-15			2015-16			2016-17[39]
	Percent of Enrollment			Percent of Enrollment			Percent of Enrollment
	School	CSD	Variance	School	CSD	Variance	School
Enrollment of Special Populations[40]							
Economically Disadvantaged	81%	92%	-11	79%	91%	-12	90%
English Language Learners	0	13%	-13	2%	13%	-11	4%
Students with Disabilities	13%	19%	-6	12%	20%	-8	11%

For the 2014-2015 and 2015-2016 school year, UCCS has struggled to reach its enrollment targets. While the UCCS enrollment of students in target subgroups does not mirror the enrollment in the district of location, the school has doubled its percentage of ELLs for the current school year and also intensified recruitment efforts.

The school is making good faith efforts[41] to recruit, serve, and retain all subgroup populations. Current efforts include partnering with a marketing agency to design an improved recruitment strategy. The current recruitment plan includes distributing literature to all city libraries, public markets, churches, stores, Head Start and pre-k sites; participating in such events as the Puerto Rican Festival; establishing

[39] Enrollment for the 2016-17school year is preliminary and therefore cannot be compared to the district. The enrollment figures provided for this school year were reported by the school to CSO in fall 2016.

[40] Percentages of English language learners and students with disabilities include students who were exited from these services within the last three years of the enrollment record.

[41] Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL eligible students and English Language Learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school, and have done so. Education Law §2852(9-a)(b)(i). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011, are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school's performance over the charter term. A school's plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school's repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter pursuant to section Education Law §2855(1)(e).

professional relationships with BOCES staff members in its ELL department; and partnering with local refugee organizations.

Student Persistence and Attrition

According to NYSED data, the overall student retention rate at UCCS is 73.61%. The district-wide retention rate in Rochester City School District is 65.03%.

Legal Compliance

UCCS has complied with applicable state and federal laws and regulations. It has submitted required reports to the state in a timely manner. The board engaged legal services to review its policies and to ensure that revisions met legal requirements. The board follows the requirements of the Open Meetings Law. No revisions to the charter have been requested during the current charter term.

Public Hearing Information

The required public hearing was held by the Rochester City School District on November 17, 2016. There were two people in attendance and no comments were made in opposition.